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Digital Academy Final Project

1. Project Summary

I am a Resource Teacher who works with students with special needs who are unable to learn in the general education classroom. I work on all academics with a focus being driven by each student Individual Education Plan (I.E.P.). A majority of my students fall within a year to three years behind their typical peers in the area of comprehension. Comprehension is a crucial part of every students Reading curriculum and large part both district and state assessments. With comprehension skills being so valuable to each student’s education I chose it as part of my curriculum for this project.

In the area of Reading students are assessed on their fluency rate, accuracy rate and comprehension levels. Many of the curriculums used to address these areas claim that the more fluent and accurate a child is with their reading the more comprehension they will have. Students with special needs need both repetitions of skills as well as a variety of modalities in which to learn from. Reading a story over and over to themselves or to a teacher is at times difficult to achieve. Students with special needs tend to not read to themselves nor is their time for a teacher to listen to a student practice reading the story over again. After the students practice reading the story over multiple times to increase both fluency and accuracy rate, they need to complete activities that address their comprehension skills by being able to recall a story by identifying the characters, the setting, the problem (plot), the main events (details) and the conclusion.

In the Resource room many different teaching methodologies are used in order for a child with special needs to learn. The students come to me for small group or one on one instruction using a language controlled visually oriented reading curriculum program called Milestones. The students also work at their desk on independent assignments to develop independent work habits. The last methodology used is technology in which the students can practice skills independently and interactively.

The technology I use for improving students comprehension skills is the computer and my Flip Camera. Some of my students with serve needs use computer programs purchased to address these skills. To meet the need of repetition of reading a story over and over again I have the students use the program “audacity” in which the student can record themselves reading and then play back their recording to listen to themselves while they follow along in the story. The last technology I am using is my flip camera where the students can either reenact a story they have just read or retell the story on to the camera and then being able to watch themselves. Both the computer and the flip camera allow for students to practice, be involved, and be independent as well as allowing the teachers to meet each students need.

1. Reflection

Using the computer and flip camera to encourage reading fluency, accuracy and comprehension was a very successful technique. The students learned to use the technology independently therefore allowing the teachers and aides to work with the other students. The technology also allowed the students to receive the repetition practice they need to develop their skill without losing the students interest. Each students score on spring benchmarking in the area of fluency; accuracy and comprehension improved since fall benchmarking (refer to rubric).

Next year I would like to incorporate more technology into improving comprehension for my students. I would like to find more computer activities that encourage visual interactive story mapping. I would like to teach my students to use websites such as toondo.com or prezi to be creative with sequencing or summarizing a story. I would also like to spend more time with the students on making movies using the flip camera that would retell the story they just read.

The other intervention specialist and I are always getting together to share our ideas, success stories as well as failures on interventions. I would like to create a Google Doc so that we can create, store, share and collaborate on our uses of technology as an intervention tool for students with special needs.

1. Work Samples

Please review attached flip camera for students work sample.

Rubric:

|  |  |  |
| --- | --- | --- |
| Student Name | Fall Benchmarking | Spring Benchmarking |
|  | Fluency 60  Accuracy 78%  Comprehension 4 | Fluency 140  Accuracy 98%  Comprehension 10 |
|  | Fluency 40  Accuracy 90%  Comprehension 8 | Fluency 68  Accuracy 98%  Comprehension 14 |
|  | Fluency 38  Accuracy 88%  Comprehension 10 | Fluency 70  Accuracy 95%  Comprehension 16 |
|  | Fluency 45  Accuracy 92%  Comprehension 14 | Fluency 66  Accuracy 97%  Comprehension 18 |